

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Vista Nueva High School	LEA: Aztec Municipal Schools
School Leader: Dreher Robertson	LEA Leader: Lauren Laws
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School Successes and Celebrations	
<p>Vista Nueva High School (VNHS) has implemented a new math intervention class for incoming first-year students. This intervention has yielded significant academic growth, with 11 out of 14 students demonstrating more than one year of progress on the STARS Assessment in the first quarter.</p> <p>VNHS has begun seeing results from a community-based capstone project pilot. Two students partnered with Flo Trujillo, a local community member and president of the Northwest New Mexico Arts Council, to restore an old building that will host student-led evening events. This community project will open in June, with events beginning in the fall.</p> <p>Additionally, the school successfully launched exhibitions for all 80 students. These exhibitions showcase and evaluate student proficiency in the school's graduate profile skills for success. Along with this work, the campus has begun transitioning grading platforms and teacher capacity toward competency-based evaluation of state standards.</p>	
Progress Toward Next Steps Identified in SSRA Summary	
<p>SSRA Summary Next Step #1: Launch competency-based instruction and reporting.</p> <p>The school has made progress with the implementation of the competency-based grading system. Across all faculty departments, teachers have run the competency-based system parallel to their traditional grading system. As part of this transition, teachers are undergoing training to merge current Google Classroom setups with the new grading platform, Empower. Although staff have mixed feelings regarding the shift to the new platform, VNHS's commitment to this step is evident in their plans to analyze the two systems. By comparing data, they will identify the next steps for implementation and use.</p> <p>SSRA Summary Next Step #2: Leverage EMPOWER by Marzano Resources for guidance; meet with educators to develop competency-based classroom approaches.</p> <p>The integration of EMPOWER has facilitated a smooth transition for core content teachers as they embrace the new assessment methodology. Currently, VNHS uses eleven distinct graduate</p>	

profile items as competencies with every advisory class. These profile items include competencies designed by the school for each content area, ensuring alignment with academic standards and learning objectives. The school also has competencies for work-based learning evaluations. By leveraging EMPOWER, the school better equips teachers with the tools and resources necessary to foster a dynamic, student-centered learning environment supported by competency-based practices.

SSRA Summary Next Step #3: Create systematic data collection and analysis.

VNHS has seen a 57% effectiveness in Edgenuity Online credit recovery through data analysis. A pilot class focused on Project-Based Learning (PBL) within the English language arts (ELA) department resulted in seven out of 12 students successfully building knowledge and recovering credit. Currently, the school is in the initial stages of gathering and analyzing data to assess the impact of the new competency-based grading practices.

The school is also using data to provide targeted support for every student. Through this approach, VNHS has produced 19 graduating seniors out of its cohort of 21. Student engagement was measured with 95% participation through student perception surveys. Although the data was qualitative, the school feels that involvement in the survey demonstrates students' desire to participate in school-wide initiatives. Finally, internships have been facilitated for 80% of the student body, though completion data concerning the internships is not yet available.

School Leader's Next Steps

To prepare for the next academic year, the school leader will work with teachers to analyze the alignment of traditional grades with competency-based grading. This will include researching the students' competencies versus all scores on a standard grading system. The teachers will then provide coursework on specific competencies the students need rather than students retaking an entire course to earn graduation credit.

The school will build rubrics for all courses on-site teachers teach in the upcoming year. Due to work done this year on the back end of competency-based grading, the school feels ready to begin next fall with onboarding students and parents from the PowerSchool traditional grading system to solely the EMPOWER competency grading system.

VNHS will duplicate the successful math intervention practice for reading during the first trimester of the 2024-2025 school year for first-year students. The school leaders and staff will identify metrics and collect data to determine if students are successful due to this and other new initiatives.

Due to the new school calendar, time constraints for PD, and designated collaboration time, Principal Robertson will explore how to structure collaborative time among the school team into the weekly schedule. Part of this work will be identifying time for data analysis to remain

focused on student needs and learning. The school will also pursue funding sources for substitutes so the school leader can create time for collaboration. The school leadership will seek opportunities to collaborate with other schools to learn inventive best practices in making their school a "school of choice" for their students.